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COURIER

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MAY, 1960

The Hier Crowley Collection

In addition to collections of the work of Walt Whitman, the recent gift of Frederick L. Hier included a special collection of works by Edward Alexander Crowley, best known by the self-chosen name of Aleister Crowley. This collection was a notable part of the library assembled by Mr. Hier's father, Frederick P. Hier, Jr.

Aleister Crowley, born in 1875, was one of the most eccentric characters of the late nineteenth and early twentieth centuries in England. Swinburne declared him to be "authentically a poet," but others called him "The Beast" and a practitioner of black magic. John Symonds, in *The Magic of Aleister Crowley*, declared Crowley to be an extremely enigmatic figure who appeared to most persons as a "sinister charlatan" and "a most entertaining rogue." Some of his critics accused him of being the leader of a satanic love cult; others accused him of being a German spy in the United States during the first World War. Crowley was, in fact, a man of many and diverse activities; he was a writer, poet, traveller and mountain climber. He declared that he had been initiated into mystic rites by the Lamas of Tibet.

When he died in 1947, the Editors of *Time* magazine offered the explanation that in his youth Crowley determined to be "a shocking young man" as a protest against his parents' strict theology as members of the Plymouth Brethren. Aleister Crowley's importance, Symonds believes, lies merely in that he was an eccentric—"the last survivor of the Victorian satanists" whose *Aceldama; a place to bury strangers in* . . . (London, 1898), *In residence: the don's guide to Cambridge* (Cambridge, 1904), and *Liber CCCXXXIII; the book of lies* (London, 1913) are curious and representative writings. However, Crowley's literary reputation rests on such works as his autobiography, *The Spirit of Solitude* . . . (London, 1929). He was an iconoclast in all senses of the term and an opposing force against the Victorian conservatism of his time.

The Hier Crowley Collection includes fifty books by Aleister Crowley. To this basic collection the Library has added by purchase fifteen other works together with a few original letters.

“To Be—or Not to Be . . .”

Syracuse University can be a great university renowned for its academic excellence, productive scholarship, and leadership in expanding the frontiers of knowledge. Is this magnificent vision *to be* realized, *or not to be*? A foundation stone upon which the answer rests is a distinguished library. A library assembles and conserves vast collections of books and manuscripts, magazines and learned society publications, newspapers, maps, microfilms, tapes and recordings. A distinguished library is one that activates the transmission and expansion of knowledge among scholars.

Syracuse University has notable library collections and is each year adding significantly to its library resources. Yet thousands of volumes are annually sent to storage because the book capacity of the General Library, a gift of Andrew Carnegie in 1908, has long since been exceeded. As library collections are expanding, so also are the University's Faculty and student enrollment. By the same token, a library planned for 150 readers is grossly inadequate today for 800 instructors and 11,000 resident students. Chancellor Tolley advised the Board of Trustees some years ago that Syracuse University, with an inadequate library building, could not grow from the good university it has been to the great university it is des-

tinued to be. A great university deserves and must have a distinguished library.

The members of the Senate Library Committee have devoted their energies and talents for the past several years to a study of the University's needs for a new library building which will create a center where rich resources and fertile, receptive minds may meet under ideal conditions for scholarly productivity. The Senate Library Committee recently submitted a report and the following excerpts are reprinted here for the information of Library Associates:

A NEW CENTRAL LIBRARY AT SYRACUSE UNIVERSITY

SUGGESTIONS ON FUNDAMENTAL POLICIES FROM THE SENATE LIBRARY COMMITTEE 1959-60

I. *Degree of Centralization:*

We believe that the educational aims of a university are served best by a *great central library*, with a *considerable amount of specialized material in branch libraries*—much of it duplicated in the main library. Since our resources do not permit duplication to an ideal extent, we must work out a compromise that fits our research and instructional needs as well as our financial and physical resources. The problem is largely an administrative one.

There is general agreement that the humanities, social sciences, and many other fields are served best by a central library. On the other hand, the laboratory sciences, mathematics, architecture, law, and other fields that require ready and continuous access to special materials from laboratories, drafting rooms, and work centers, have established their need for branch libraries and the services of specialized librarians.

The guiding principles in determining need for branch facilities are: a) to provide maximum accessibility for the main users, with reasonable accessibility to peripheral users; and b) to provide special facilities where immediate and continuous access is *essential* for effective conduct of laboratory experiments, drafting, legal reference activities, and the like.

We do *not* favor rigid *divisional organization of books and journals*. As a general principle, internal arrangement of books in stacks should follow the sequence afforded by the cataloging system of the library. Practical adjustments—e.g., to bring specialized journals near to books in related fields—can always be made. No matter what its defects, the Dewey or any other system does provide a generally comprehensible scheme of classification as a useful basis for juxtaposing books in the stacks. Given a familiar cataloging system and a more or less predictable arrangement of books, an

open-shelf library becomes in large measure a self-help library and a major educational tool.

We recommend for the main library a *central reference* collection not fragmented among the divisions. In general, however, reference works related to branch collections should be in the branch libraries.

We recommend a *large central periodical room* for current volumes of journals in the social sciences, in the humanities, and scientific journals of broad coverage. While highly specialized technical journals may be placed in branch libraries, the convenience of a majority of users is served best by a large central periodical room. The problems of placing complex journals such as publications of various academies of science should be worked out in consultation with scholars in the fields most concerned.

II. *Undergraduate Versus Graduate Needs:*

We recommend that *no basic separation of undergraduate and graduate libraries* be attempted. Study of other university libraries shows that a separate undergraduate library is costly because of major needless duplication of book holdings and staff. Moreover, for a very large part of their needs, graduate students, undergraduates, and faculty turn to the same books. Books used as “undergraduate reading” in one field may be necessary to advanced graduate students and

faculty in the same field or a related one. The major part of a common stock of books should be universally available.

The notably effective recent undergraduate libraries that have focused attention on this issue owe their success to the atmosphere and facilities that make them attractive places for students to work. We think that all students and faculty should find in the university library a place in which to work effectively and happily. Hence we emphasize the provision of comfortable, attractive reading areas near open-shelf stacks for *all* users of the library.

Special provisions for undergraduates, however, should include in the new central library building facilities most used by undergraduates between classes and whenever they have time to study. Since these facilities should be planned for ready access, they ought to be located on the ground or basement level, with no outside steps, and as close as possible to classroom buildings. Foremost among conveniences of this sort are:

A large study hall for use of textbooks, writing of assignments, and work with non-library materials is essential. This hall should seat several hundred persons. It should be independent of the library proper, so that most of the users need not go through check points if not using library books. Students should move freely in and

out of the study hall from outdoors, and move freely to and from the library and the study hall without going outdoors. This hall might even be a one-story wing or pavilion extending from the main library building, preferably with entrance facing classroom buildings. There should be an abundance of parcel lockers, tables, chairs, and free-standing, noiseless coat racks with boot troughs. All surfaces should be sound absorbent. Smoking should be allowed. No facility is more sorely needed on our Syracuse campus.

The main library should contain a *large central reserve book room*. Present practice requires such a room for large courses in the humanities and in the social sciences.

Small *group study rooms*, well-lighted, each with table, chairs, and a transparent glass door, for use by two to four students who wish to work together should be provided. Eight or ten such rooms should adjoin the general study hall. Others might well be located within the library proper adjacent to various reading areas where easy and unobtrusive observation by the staff is possible.

III. *Access to Books and Periodicals:*

We emphasize the desirability of *direct access to stacks for everyone, including undergraduates*. This rule means an almost completely open-shelf library, with the exception of the rare

book room and certain special collections of valuable, scarce, and historic works of science and art, and irreplaceable items such as periodical files of historic value. Open shelves are essential to foster desirable habits of spontaneous and independent exploration.

Open shelves, however, require protection for the rights and needs of all by universal inspection of all books, packages, briefcases, etc. at exits to insure proper charging of every item that leaves the library. *No one should be exempt from inspection.* Such inspection is established practice in most large university libraries, and is applied with absolute impartiality to everyone as a condition of use of the library. Obviously the provision of lockers outside of inspection points where packages and other personal belongings can be left when not needed in the library will reduce appreciably the task of surveillance. The library should have two major exits, each with several turnstiles staffed according to the traffic. Other emergency exits should have panic locks and loud automatic alarms.

IV. Size of Library:

We recommend building now if possible for a collection of *one and a half million volumes*, with provision for subsequent expansion to house another million. We recommend *much book storage space below ground*, a consideration which may influence

choice of site since subsoil drainage would be an important factor. Advantages of subterranean book stacks include reduced cost of heating and air conditioning, no external building maintenance, and air-raid protection.

There should be *seating space* within the library proper for *one quarter of the student body and faculty, exclusive of study hall space discussed above.* The seats ought to be distributed among tables and carrells, as widely dispersed among free-standing stacks as reasonable supervision permits, and especially near north windows. There is every indication that the present library has so little seating space that students avoid using it, and that a new library with ample room and comfortable accommodations will be used vastly more than present traffic might suggest.

V. The Building:

Architect. We recommend giving major responsibility to *an architect professionally expert in planning university libraries*, together with the retention of a professional consultant on library building design.

Expendability. The building should be of the *modular type*, allowing for expansion and modification, and beautiful but not monumental.

Orientation and Fenestration. We recommend that main entrances be located on the east and west and that *extensive use of glass be avoided.* Lever Build-

ing style is not suitable for a library; it offers many problems of glare, heat, cold down-drafts, curtaining, and upkeep. Close study should be made of relation of windows to *interior* use of building.

Air conditioning (with special attention to humidity control). Modern low-ceiling construction demands air conditioning for adequate ventilation, book preservation, and reader comfort. Summer Sessions would gain in attractiveness, and general year-round efficiency of users and staff would be improved.

Sound reduction. Walls and ceiling should be sound-proofed, and floor covering should be chosen not only for sound reduction but also for resiliency to reduce fatigue of staff and users who work constantly on their feet. Special care must be taken to control sounds emanating from the air conditioning system, elevators, and other machinery.

Accessibility. *Two chief entrances are necessary*, each with exit turnstiles for inspection, and one entrance located for *easy access from campus* and the other for *ground-level access from living areas*. One of these entrances should have a driveway. Neither entrance should involve steps. Our climate transforms monumental steps into snow-traps, and at any time they present a needless hazard to crippled students and elderly visitors. A *truck delivery entrance*

must be provided for the receiving room and adjoining shipping room, leading to freight elevator and to technical services departments. Ample parking space, convenient to an entrance, should be provided.

Maximum internal flexibility. Modular construction will permit almost no permanent interior walls, except as required by utilities, to reduce fire risk and noise from stair wells, elevators, and rest rooms. Where feasible, other partitions should be removable. A library must be *adaptable* to unpredictable changes in use patterns.

Internal convenience. *Two or three* very large electric passenger elevators are necessary to speed rush-hour traffic between classes and at closing. One sizeable *freight elevator* large enough for book trucks and packing cases should run from the receiving room and truck delivery entrance to technical services departments.

Lighting. Lighting should be the best available in all reading areas and in much-used stacks. Foot-candles should exceed current standards for other types of building.

Technical services. Cataloging and ordering departments, besides being near freight elevator from receiving room, must be near main catalog, reference room, and near administrative offices on upper-level main floor.

Rare book room. This facility should have direct access to a

basement fireproof vault, and to a staff workroom and office behind the scenes. It should also be close to the formal main entrance and driveway, near open lobbies for exhibitions, and near a lecture-exhibition hall (seating 150-200 persons) suitable for formal openings. A service kitchenette adjoining is an indispensable luxury.

Storage of irreplaceable and frequently used scholarly books. In addition to provisions for safeguarding, preserving, and exhibiting rare books, a university library needs similar facilities to care for the considerable number of historical, scientific, and other scholarly works that are not classified as collectors' items, although they are irreplaceable and indispensable as sources: i.e., rare items that are part of a working library. Such irreplaceable or expensive materials need to be easy of access, but not placed in open shelves, and under no circumstances should they be removed from the special rooms in which they are shelved.

Carrells and lockers. We recommend about 500 carrells: desk space with shoulder-high partitions, convenient coat racks, adjacent assignable lockers large enough to hold portable typewriter, books, papers—or with adjacent stacks where individual shelves can be assigned for personal books and papers. Carrells should be dispersed in the stacks, in small groups.

Faculty studies. We also recommend the provision of small, individual studies for faculty research and writing. A probable majority of the faculty will not require individual locked studies, but at any given time some will be conducting individual research that is best served by these facilities.

Seminar rooms. We recommend two to four seminar-type rooms equipped with elliptical tables on each floor.

Micro-records and duplication. Special reading rooms should be equipped for the use of microfilms, microcards, tapes, etc., with storage and laboratory facilities for photographic or machine duplication.



Memorial Funds

Friends have established Memorial Funds for the purchase of library books inscribed in honor of:

Mrs. Alta Bartlett
George Cole
Mrs. Robert B. Edwards
Archibald M. McIsaac
Albert B. Merrill
Andrew W. Morek



In Memoriam

With deep regret the Executive Secretary records the loss from our membership of Albert B. Merrill, deceased February 1960, and Mrs. Charles T. Cooney, deceased April 1960.

Shakespeare Folio

The collections in the Lena R. Arents Rare Book Room are enriched by Chancellor Tolley's recent gift of a Fourth Folio of Shakespeare's plays printed in 1685. This fourth collected edition, after the First Folio of 1623, gives vigorous evidence of the continued popularity of Shakespeare during the Restoration. Many people still obviously wanted to read Shakespeare's plays in their full richness, although in the Restoration Theatre Shakespeare's plays were usually performed in altered versions rewritten to suit a taste for greater regularity and sentimentality or for operatic spectacles. Many also obviously wanted to read the plays unpurged or to read spurious plays then ascribed to Shakespeare which are here included as they are in the Third Folio printed in 1663-4.

Among the commendatory poems which accompany Shakespeare's text, the Fourth Folio like the Third includes Milton's noble appreciation of Shakespeare, written in his youth, "What need my Shakespeare for his honour'd bones."

This delightful gift increases the University's small rare-book holdings in Elizabethan drama. Of Shakespeare hitherto, only the few pages containing *Hamlet* and *Macbeth*, extracted from a dismembered Second Folio printed in 1632, are in the Lena R. Arents Rare Book Room. We have a valuable copy (London, 1641) of Ben Jonson's beautiful pastoral play, *The Sad Shepherd: or a Tale of Robin Hood*, left unfinished at his death — this copy consisting of pages from the 1640 Jonson Folio, "the second Volume." We have Ben Jonson's collected *Workes*, two vols., in a combined edition of 1640, one volume printed for Richard Bishop, "the second Volume" printed for Richard Meighen. (The first edition was printed in 1616.) And we have the fine first folio of Beaumont and Fletcher's plays, *Comedies and Tragedies*, 1647, including 34 plays and masques. Can anyone find us the Beaumont and Fletcher Second Folio printed in 1679, which includes 52 plays and a masque — the collection so loved by Lamb and Keats?

SYRACUSE UNIVERSITY LIBRARY ASSOCIATES

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